



Universitas Negeri Surabaya
Faculty of Education,
Doctoral Study Program in Educational Management

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
---------	------	---------------	---------------	--	--	----------	------------------

Integrated Quality Management	8603104912		T=0	P=0	ECTS=0	3	July 18, 2024
-------------------------------	------------	--	-----	-----	--------	---	---------------

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Nunuk Hariyati, S.Pd., M.Pd.

Learning model	Case Studies
----------------	--------------

Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> </tr> </table>	P.O																																
P.O																																		
	PO Matrix at the end of each learning stage (Sub-PO)																																	
	<table border="1" style="margin: auto;"> <tr> <th rowspan="2" style="width: 30px;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description	This course examines education delivery systems at various levels with Integrated Quality Management (MMT) as the tool. The material in this course includes experts' views on MMT, the application and use of MMT in the education quality assurance system at all levels of educational units, as well as the accountability of education implementation in meeting the standards set by BNSP. Learning is carried out through a group discussion process and individual assignments in the form of analysis of education quality problems and the guarantee system, finding alternative problem solutions. Apart from that, students use ICT to browse journals (reputable international and national) which contain research articles relevant to the study of educational quality for review.
--------------------------	--

References	Main :

1. Burnham, J.W. 1997. Managing Quality in School. Great Britain: Pearson Education.
2. Dawson, P. Dan Palmer, G. 1995. Quality Management: The Theory and Practice of Implementing Change. Melbourne: Longman.
3. Direktorat Jenderal Pendidikan Tinggi. t.t. Sistem Penjaminan Mutu Penelitian Perguruan Tinggi (SPMPPT). Jakarta: Kementerian Pendidikan Nasional.
4. Donaldson, G. 2006. Quality Management in Education: Self Evaluation for Quality Improvement. New York: Astron, Inc.
5. Faure, Lesley Munro & Faure, Malcolm Munro. 1992. Implementing Total Quality Management. London: Pitman Publishing.
6. Gaspersz, Vincent. 2012. Three-in-one: ISO 9001, ISO 14001, OHSAS 18001 (Sistem Manajemen Kualitas, K3, Lingkungan (SMK4L) dan Peningkatan Kinerja Terus-Menerus: Contoh Aplikasi pada Bisnis dan Industri). Bogor: Vinchristo Publication
7. Ghafur, A.Hanief Saha. 2010. Manajemen Penjaminan Mutu Perguruan Tinggi di Indonesia: Suatu Analisis Kebijakan. Jakarta: PT Bumi Aksara
8. Hadis, Abdul & Nurhayati. 2012. Manajemen Mutu Pendidikan. Bandung:Alfabeta.
9. Holness, G.V.R. 2002. Achieving Quality Using TQM and ISO. ASHRAE Journal. (Online), (http://www.holness_ASHRAE_01, diakses tanggal 10 Agustus 2019).
10. Ismail. 2010. Manajemen Penjaminan Mutu Pendidikan Madrasah Aliyah Melalui Akreditasi . Semarang: IAIN Walisongo Semarang. Penelitian tidak Diterbitkan.
11. Mahmud, Marzuki. 2012. Manajemen Mutu Perguruan Tinggi. Jakarta: PT Raja Grafindo Persada.
12. Mutohar, Prim Masrokan. 2013. Manajemen Mutu Sekolah: Strategi Peningkatan Mutu dan Daya Saing Lembaga Pendidikan Islam. Yogyakarta: Ar-Ruzz Media.
13. Nasution, M.N. 2001. Manajemen Mutu Terpadu (Total Quality Management). Jakarta: Ghalia Indonesia.
14. Prawirosentono, Suyadi. 2004. Filosofi Baru tentang Manajemen Mutu Terpadu (Total Quality Management) Abad 21: Studi Kasus dan Analisis (Kiat Membangun Bisnis Kompetitif Bernuansa "Market Leader". Jakarta: PT Bumi Aksara.
15. Prihantoro, C. Rudy. 2012. Konsep Pengendalian Mutu . Bandung: PT Remaja Rosdakarya.
16. Ross, J.E. 1995. Total Quality Management: Text, Cases and Reading (2nd ed.). Singapore: S.S Mubarak & Brothers Pte Ltd.
17. Sallis, E. 1993. Total Quality Management in Education. London: Cogan Page Educational Management Series.
18. Sobana. 2012. Tips Memahami Sistem Manajemen Mutu ISO 9001 (Case Study: Aplikasi Sistem Manajemen Mutu-SMM ISO 9001 di Badan Diklat Daerah Provinsi Jawa Barat . Bandung: Alfabeta.
19. Sumardjoko, Bambang. 2010. Membangun Budaya Pendidikan Mutu Perguruan Tinggi: Analisis Perguruan Tinggi Swasta di Surakarta. Yogyakarta: Pustaka Pelajar.
20. Syafaruddin. 2002. Manajemen Mutu Terpadu dalam Pendidikan: Konsep, Strategi dan Aplikasi. Jakarta: Grasindo.
21. Syam, Husain & Thioritz, Sonny. 2011. Kendali Mutu. Makassar: Badan Penerbit Universitas Negeri Makassar (UNM).
22. Tenner, A.R. dan Detoro. 1992. Total Quality Management: Three Steps to Continuous Improvement. Massachuset: Addison-Weley Publishing Company.
23. Tjiptono, Fandy. 2005. Prinsip-prinsip Total Quality Service . Yogyakarta: Andi.
24. Jurnal yang memuat artikel tentang manajemen mutu terpadu dan konten, seperti peraturan-peraturan lain yang relevan dengan substansi materi perkuliahan.
25. Peraturan-peraturan pemerintah yang relevan dengan substansi materi perkuliahan.

Supporters:

Supporting lecturer

Prof. Dr. H. Murtadlo, M.Pd.
Dr. Nunuk Hariyati, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students know the scope of accentuation and objectives of the Integrated Quality Management course. Students know the competencies that must be achieved in the Integrated Quality Management course. Students make a lecture contract which is agreed with the lecturer. Students know the references that are relevant to the lecture.	<ol style="list-style-type: none"> 1. Students know the things that are agreed upon for the smooth running of lectures. 2. Students identify relevant sources or references. 3. Students are able to map the scope of Integrated Quality Management studies holistically 4. Students are able to describe the accentuation of Integrated Quality Management in efforts to create a school system that reflects it as a learning organization. 	Criteria: -	Deductive approach with lecture and question and answer method 2 X 50			0%

2	Students are able to correlate the connections between components which are key factors in the education delivery system.	<ol style="list-style-type: none"> 1. Students are able to examine the components of the education delivery system systematically and systemically. 2. Students explain the position of each component in the school system in a comprehensive manner. 	Criteria: Attached	Concept approach with lecture methods, question and answer, discussion, direct online teaching if needed. 2 X 50			0%
3	Students are able to differentiate expert views on the philosophy and concept of Integrated Quality Management in the context of education delivery and quality assurance systems.	<ol style="list-style-type: none"> 1. Students are able to illustrate the philosophy and concept of quality in the field of education holistically; 2. Students are able to describe the key elements of quality in the education delivery system systematically and systemically. 	Criteria: Attached	Concept approach with lecture methods, question and answer, discussion, direct online teaching if needed. 2 X 50			0%
4	Students are able to differentiate expert views on the philosophy and concept of Integrated Quality Management in the context of education delivery and quality assurance systems.	<ol style="list-style-type: none"> 1. Students are able to illustrate the philosophy and concept of quality in the field of education holistically; 2. Students are able to describe the key elements of quality in the education delivery system systematically and systemically. 	Criteria: Attached	Concept approach with lecture methods, question and answer, discussion, direct online teaching if needed. 2 X 50			0%
5	Students master the application of the basic tools/tools of Integrated Quality Management: flow charts; cause and effect diagram (cause and effect diagram); Pareto chart (Pareto chart); scatter diagram (scatterdiagram); histogram; activity chart (run chart); control chart (control chart).	<ol style="list-style-type: none"> 1. Students master the use of (flow charts) comprehensively; 2. Students master cause and effect diagrams comprehensively 3. Students master the Pareto chart comprehensively. 	Criteria: Attached	Concept approach with presentations and group discussions. 2 X 50			0%
6	Students master the application of the basic tools/tools of Integrated Quality Management: flow charts; cause and effect diagram (cause and effect diagram); Pareto chart (Pareto chart); scatter diagram (scatterdiagram); histogram; activity chart (run chart); control chart (control chart).	<ol style="list-style-type: none"> 1. Students master the use of scatter diagrams comprehensively; 2. Students master the use of histograms comprehensively 	Criteria: Attached	Concept approach with presentations and group discussions. 2 X 50			0%

7	Students master the application of the basic tools/tools of Integrated Quality Management: flow charts; cause and effect diagram (cause and effect diagram); Pareto chart (Pareto chart); scatter diagram (scatter diagram); histogram; activity chart (run chart); control chart (control chart).	<ol style="list-style-type: none"> 1. Students master the use of activity charts (run charts) comprehensively; 2. Students master the use of control charts comprehensively 	Criteria: Attached	Concept approach with presentation and group discussion 2 X 50			0%
8	Students master the final ability achievements at the 2nd to 7th meetings.	Indicators for the 2nd to 7th meetings	Criteria: Attached	Test Paper 2 X 50			0%
9	Students are able to analyze education quality management from the perspective of National Education Policy	<ol style="list-style-type: none"> 1. Students identify and examine regulations and legislation that are relevant to the national education quality management system holistically. 2. Students analyze education policies related to the education quality management system rationally and comprehensively 	Criteria: Attached	Concept approach with presentations and group discussions. 2 X 50			0%
10	Students are able to analyze the implementation of the national quality assurance system in schools and madrasas at various levels and universities	<ol style="list-style-type: none"> 1. Students are able to describe the implementation of internal and external quality assurance systems at the SD/MI and SMP/MTs levels holistically through field studies. 2. Students are able to analyze and describe the implementation of internal and external quality assurance systems at the SD/MI level; SMP/MTs; SMA/MA; Vocational Schools and Universities rationally and comprehensively. 3. Students are able to prepare comprehensive field study results reports. 	Criteria: Attached	Conceptual approach with presentations and discussions and field studies. 2 X 50			0%

11	Students are able to analyze the implementation of the national quality assurance system in schools and madrasas at various levels and universities	<ol style="list-style-type: none"> 1. Students are able to describe the implementation of internal and external quality assurance systems at the SD/MI and SMP/MTs levels holistically through field studies. 2. Students are able to analyze and describe the implementation of internal and external quality assurance systems at the SD/MI level; SMP/MTs; SMA/MA; Vocational Schools and Universities rationally and comprehensively. 3. Students are able to prepare comprehensive field study results reports. 	Criteria: Attached	Conceptual approach with presentations and discussions and field studies. 2 X 50			0%
12	Students are able to analyze the implementation of the national quality assurance system in schools and madrasas at various levels and universities.	<ol style="list-style-type: none"> 1. Students are able to describe the implementation of internal and external quality assurance systems at the SD/MI and SMP/MTs levels holistically through field studies. 2. Students are able to analyze and describe the implementation of internal and external quality assurance systems at the SD/MI level; SMP/MTs; SMA/MA; Vocational Schools and Universities rationally and comprehensively. 3. Students are able to prepare comprehensive field study results reports. 	Criteria: Attached	Conceptual approach with presentations and discussions and field studies. 2 X 50			0%

13	Students are able to describe and analyze field study findings related to the implementation of the national quality assurance system in schools and madrasas at various levels and universities.	<ol style="list-style-type: none"> 1. Students are able to explain the background of preliminary studies rationally; 2. Students are able to explain literature reviews relevant to field study topics in a comprehensive manner; 3. Students are able to present data from field studies according to the predetermined focus and topic; 4. Students are able to explain the results of analysis of field study findings rationally; 5. Students are able to conclude the results of field studies accurately. 	Criteria: Attached	Process approach with group work method (cooperative) through 2 X 50 presentations			0%
14	Students are able to describe and analyze field study findings related to the implementation of the national quality assurance system in schools and madrasas at various levels and universities.	<ol style="list-style-type: none"> 1. Students are able to explain the background of preliminary studies rationally; 2. Students are able to explain literature reviews relevant to field study topics in a comprehensive manner; 3. Students are able to present data from field studies according to the predetermined focus and topic; 4. Students are able to explain the results of analysis of field study findings rationally; 5. Students are able to conclude the results of field studies accurately. 	Criteria: Attached	Process approach with group work method (cooperative) through 2 X 50 presentations			0%

15	Students are able to describe and analyze field study findings related to the implementation of the national quality assurance system in schools and madrasas at various levels and universities.	<ol style="list-style-type: none"> 1. Students are able to explain the background of preliminary studies rationally; 2. Students are able to explain literature reviews relevant to field study topics in a comprehensive manner; 3. Students are able to present data from field studies according to the predetermined focus and topic; 4. Students are able to explain the results of analysis of field study findings rationally; 5. Students are able to conclude the results of field studies accurately. 	Criteria: Attached	Process approach with group work method (cooperative) through 2 X 50 presentations		0%
----	---	--	-----------------------	--	--	----

16	Students are able to compose scientific articles referring to the substance of integrated Quality Management lecture material using literature review methods for publication in credible national and international journals.	<ol style="list-style-type: none"> 1. Students are able to determine the topic of the article which will be prepared rationally and supported by credible data. 2. Students are able to formulate problems that are the focus of writing articles. 3. Students are able to comprehensively review literature/theories relevant to the article topic. 4. Students are able to apply a certain method in writing scientific articles operationally. 5. Students are able to identify findings to answer the problem formulation as previously determined with HOTS (High Order Thinking Skills). 6. Students are able to analyze findings from various perspectives contained in the literature review in a sharp and in-depth manner. 7. Students are able to generalize the results of discussions in scientific articles into a conclusion that contains elements of cause and effect. 8. Students are able to make recommendations to relevant parties regarding the practical and operational benefits of the results contained in scientific articles. 	Criteria: Attached	Process Approach with 2 X 50 assignment and recitation methods			0%
----	--	--	-----------------------	--	--	--	----

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills

and knowledge.

3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.